DOCUMENT RESUME

ED 338 769 UD 028 395

TITLE Intercultural Programs: Program Evaluation Report, July 1991.
INSTITUTION Des Moines Public Schools, IA. Office of Intercultural Programs.
PUB DATE Jul 91
NOTE 51p.
AVAILABLE FROM Department of Information Management, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, IA 50309-3399.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Affirmative Action; Bilingual Education; Educational Policy; Elementary Secondary Education; English (Second Language); Ethnic Groups; *Intercultural Programs; *Limited English Speaking; Magnet Schools; *Minority Groups; Multicultural Education; Parent Participation; Program Evaluation; Public Schools; *School Districts; Second Language Instruction; Spanish Speaking; *Urban Schools
IDENTIFIERS *Des Moines Public Schools IA

ABSTRACT

This report evaluates the Des Moines (Iowa) Independent Community School District (DMICSD) Intercultural programs. The following types of programs are in place: (1) a Voluntary Transfer Program; (2) paired schools; (3) magnet schools; (4) Extended Day Kindergarten; (5) English as a Second Language (ESL)/Bilingual Education; (6) a Bilingual Community Liaison/Advisor Programs; (7) multicultural, non-sexist education; (8) Minority Achievement Program; (9) affirmative action; (10) minority community liaison; and (11) discrimination compliance. In 1990-91 3,575 students were involved in the desegregation plan and the ESL/Bilingual programs. Budget expenses for salaries, benefits, materials, supplies, travel, and staff development were $1,307,455, with sources for funding including Federal Chapter II, state Title VII, state weighted formula for non-English speakers, and a general fund. The DMICSD's Office of Intercultural Programs staff provided leadership, guidance, and support to staff, students, and parents through inservice programs, staff development, and professional meeting opportunities. A survey of staff, students, and parents of ESL student indicated the need for a night high school for at-risk students and parents of ESL students. Internal and external audits were also conducted. Included are five tables. Three appendices present one table, a study survey, and a form for filing a complaint of discrimination. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

91-211
AGENDA

ED338769

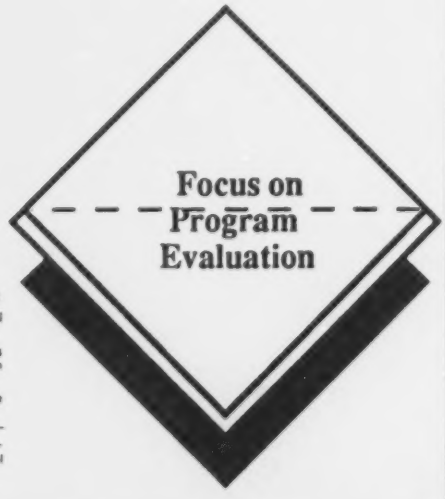
INTERCULTURAL PROGRAMS

PROGRAM EVALUATION REPORT

July, 1991

Mary Lynne Jones, Director

Des Moines Independent Community School District
Office of Intercultural Programs
Des Moines, Iowa 50309



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary Lynne Jones
Des Moines Ind. Comm. School District

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

UD 028 395

 BEST COPY AVAILABLE

EVALUATION ABSTRACT

INTERCULTURAL PROGRAMS

CONTEXT EVALUATION

Des Moines Public Schools has a long history of addressing equity issues and providing a wide range of equity-related services. There are several federal, state, and board policies which mandate these services. The Office of Intercultural Programs encompasses several programs and activities which facilitate the provision of equal educational and employment opportunities to the staff, students, and parents. These programs and activities include: the Voluntary Transfer Program, paired schools, magnet schools, Extended Day Kindergarten, English as a Second Language/Bilingual Education,the Bilingual Community Liaison/Advisor Program, muticultural, nonsexist education, the Minority Achievement Program, affirmative action, minority community liaison, and discrimination compliance. There 3,575 students involved in the desegregation plan and the ESL/Bilingual programs. There were many departmental improvements in all areas.

INPUT EVALUATION

The budget expenses for salaries, benefits, materials, supplies, travel, and staff development was $1,307,455. Funding for the various programs include federal Chapter II, state Title VII, state weighted formula for non-English speakers, and the general fund. These funds provide resources for staff, materials, staff development and transportation expenditures. In the ESL/Bilingual Program, 28.5 teachers, 10 native language tutors, 1.5 coordinators,1 bilingual community liaison are employed. The Intercultural Programs staff also includes a director, 15 Voluntary Transfer Program associates and a half-time Minority Achievement Program coordinator and a secretary. There was some staff training and opportunities for students and parents provided by higher education institutions and community organizations. For the first time, ESL was added to the district-wide textbook adoption cycle. ESL middle school language arts materials were selected and approved for a total expenditure of $5,234 for 120 students or $43.62 per student.

PROCESS EVALUATION

The Office of Intercultural Programs staff provided leadership, guidance, and support to a diverse community of staff, students, and parents. There were a variety of inservices, staff development, and professional meeting opportunities experienced by staff.

PRODUCT EVALUATION

Surveys of staff, students and parents of ESL studentS were conducted to assess the perceptions and needs of the programs. As a result, a grant proposal was submitted to the U.S. Department of Education to establish a night high school for at risk students and parents of ESL students. External and internal audits are conducted to monitor and enhance the effectiveness of the district's equity efforts. The staff has been successful in accomplishing departmental objectives and is constantly assessing the outcomes.

FUTURE PLANS

Plans are under way to improve and expand services. Additional staff for the ESL/Bilingual Programs, tutoring programs, summer school, staff training, and parent institutes will be pursued. Many of the needs require funding that will be difficult to obtain. Alternative funding sources will be solicited.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa 50309-3399, (515) 242-7839.

INTERCULTURAL PROGRAMS

Dr. Raymond Armstrong, Associate Superintendent for Teaching and Learning

Mary Lynne Jones, Director, Intercultural Programs

Helene Christensen, Regional Coordinator, ESL/Bilingual Education
Debbie Caldwell, ESL/Bilingual Coordinator
Billy Stone, Minority Achievement Program Coordinator
Dinh VanLo, Bilingual Community Liaison/Advisor

Des Moines Independent Community School District
Office of Intercultural Programs
Des Moines, Iowa 50309

July, 1991

TABLE OF CONTENTS

DISTRICT MISSION STATEMENT 2
RESPONSIBILITY STATEMENTS 2
CONTEXT EVALUATION 3
HISTORICAL PERSPECTIVES 3
POLICIES, STANDARDS AND REGULATIONS 8
PROGRAM DESCRIPTIONS 10
SCHOOL DESEGREGATION 10
ENGLISH AS A SECOND LANGUAGE/BILINGUAL PROGRAMS 12
BILINGUAL COMMUNITY LIAISON/ADVISOR PROGRAM 17
MULTICULTURAL, NONSEXIST EDUCATION 17
MINORITY ACHIEVEMENT PROGRAM 18
AFFIRMATIVE ACTION 18
MINORITY COMMUNITY LIAISON 18
DISCRIMINATION COMPLIANCE 19
PAST NEEDS 19
DEPARTMENTAL GOALS AND OBJECTIVES 20
DEPARTMENTAL IMPROVEMENTS 21
INPUT EVALUATION 24
1990-91 BUDGET AND SOURCES OF REVENUE 24
TEXTBOOKS AND MATERIALS 25
COMMUNITY RESOURCES 26
OTHER INPUT INFORMATION 27
PROCESS EVALUATION 28
RESPONSIBILITY STATEMENT 1990-91 28
JOB DESCRIPTIONS 30
IN-SERVICE AND STAFF DEVELOPMENT 30
PROFESSIONAL MEETINGS 33
STAFF AWARDS 34
AWARDS OR COMMENDATIONS OF ESL STUDENTS 34
BUILDING ACTIVITIES RELATED TO ESL/BILINGUAL EDUCATION 34
MANAGEMENT SYSTEMS 35
PRODUCT EVALUATION 36
SURVEYS 36
AUDITS 37
OUTCOMES FROM DEPARTMENTAL OBJECTIVES 38
SCHOOL DESEGREGATION 38
ESL/BILINGUAL PROGRAMS 39
BILINGUAL COMMUNITY LIAISON/ADVISOR PROGRAM 39
MULTICULTURAL, NONSEXIST EDUCATION 39
MINORITY ACHIEVEMENT PROGRAM 40
AFFIRMATIVE ACTION 40
MINORITY COMMUNITY LIAISON 40
DISTRICT COMPLIANCE 40
UNINTENDED OUTCOMES 40
FUTURE PLANNING 41
APPENDIX A 44
APPENDIX B 45
APPENDIX C 46

DISTRICT MISSION STATEMENT

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DES MOINES, IOWA

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

RESPONSIBILITY STATEMENTS

OFFICE OF INTERCULTURAL PROGRAMS
DES MOINES, IOWA

The Office of Intercultural Programs will offer support and guidance to school staffs and the community in their effort to provide equal educational and employment opportunities in the Des Moines Public Schools.

The Office of Intercultural Programs will provide information, support, and assistance with the desegregation and integration efforts of the district.

The Office of Intercultural Programs will provide an effective educational program to assist limited English proficient students to acquire language skills, succeed academically and become a part of the American mainstream while maintaining pride in their language and culture.

The Office of Intercultural Programs will assist minority students and their parents to be informed and participate in available educational programs and enrichment opportunities offered through the Minority Achievement Program.

CONTEXT EVALUATION

HISTORICAL PERSPECTIVES

The Des Moines Independent Community School District has a long history of addressing equity issues and providing a wide range of equity-related services.

1967 A Special Committee on Equal Educational Opportunity was established to examine improving intercultural, intergroup relations and reducing minority group isolation.

1968 In July, a final report and recommendations were presented to the Board of Directors. It was the Committee's feeling that equal educational opportunity did not exist in the Des Moines Public Schools. Recommendations resulted in extensive inservice for teachers on being more culturally aware and sensitive to the needs of disadvantaged children; a pre-head start program; the building of two new schools, King and Edmunds, and the establishment of the Voluntary Transfer Program as a measure to end segregation.

In the fall, the Voluntary Transfer Program was implemented with 28 minority students transported from the Logan Elementary School areas and 12 non-minority students transported to Logan. There were 49 minority students transported from Nash Elementary Schools. Minority students attended Cowles, Greenwood, Hillis, Hoak, Moore, Perkins, Rice, Windsor, and Wright.

1970 In November, the Board approved the utilization of the Charette process for planning the Bird/Grant and Nash/Kirkwood complexes. It was a community planning process by which citizens participated in the decision-making process and a technique for studying educational facility needs. As a result, Edmunds and King Elementary Schools were built and educational programs established.

1972 The Office of Intercultural Affairs was established to provide leadership in school desegregation. The director was also responsible for being the liaison to the minority community, and coordinating human relations, sex equity and other equity issues.

1973 In April, the district was notified by the Department of Public Instruction that a condition of minority group isolation existed. The district was cited for non-compliance with the State Guidelines on Non-Discrimination in Iowa Schools. It stipulates that no attendance center should have a minority student population that was twenty percentage points above the district-wide minority percentage.Thirteen attendance centers were in violation of the guidelines. The State Superintendent requested that Des Moines submit a report detailing action taken since 1964 to prevent or eliminate minority group isolation.

In May, the district submitted a reply to the request which outlined the racial count of all certified and non-certified personnel and the action taken by the Board of Directors since 1964 relative to minority group isolation and integration.

In August, the Department of Public Instruction submitted an analysis of the district's report. They recommended that a more positive direction be taken by Des Moines to reduce minority group isolation and requested a plan or plans be submitted within 120 days and a final plan be submitted on or before June 15, 1975.

A Task Force on Magnet Programs was established to discuss the ramification of a magnet program. Educators and community participants representing Edmunds and King attendance areas met from November, 1973 through February, 1974 and developed recommendations for the curriculum and rules for the two proposed magnet schools.

1974 An eight-point Desegregation Plan was approved by the Board in January. It included a 1974-75 school year implementation date. In March, the Plan was formally accepted by the State Board of Education with seven recommendations and future deadline dates for reporting progress.

In May, a 156-member City-Wide Advisory Committee on Intercultural Affairs was established. Members of the Committee included parents and other community members. The Committee was charged with making recommendations for the desegregation of the Des Moines Public Schools.

In June, a desegregation workshop was held for all 150 school administrators and the Advisory Committee with national experts on school desegregation. From June until November, several sub-committeeS met to develop recommendations. In November, an interim report was presented to the Board.

In the fall, Edmunds Elementary School opened to replace Bird and Grant Elementary Schools. The curriculum included drama, dance, or movement education, art , and individualized language arts and mathematics curriculum. King Elementary School opened with art, movement education, lifetime sports, and highly individualized reading and mathematics curriculum. It replaced Nash and Kirkwood Elementary Schools.

In November, the Office for Civil Rights (OCR) of the Department of Health, Education and Welfare initiated an on-site review of district activities. The purpose of the review was to determine whether racial segregation and other forms of discrimination existed in the Des Moines Public Schools.

1975 In January, the final report of the Steering Committee of the City-Wide Advisory Committee was presented to the Board. The report was accepted and referred to administration for further study. The following Desegregation Plan was submitted to the Department of Public Instruction in June, 1975:

Section 1 - Curriculum Development - The district received approval from the School Budget Review Committee to finance the development of multi-ethnic/multi-cultural materials.
Section 2 - Affirmative Action Program - The Affirmative Action Plan, originally approved in July, 1972 and revised in October, 1973, was revised and approved by the Board.
Section 3- Voluntary Programs - The voluntary programs that were offered to district patrons for desegregation options included the Voluntary Transfer Program, Open Enrollment, Shared Activities Program, and Magnet or Educational Alternatives Program.
Section 4- Discipline Policy - A Committee of teachers, administrators, parents, and students were appointed to review and up-date the district's discipline policy.
Section 5 - Minimum Requirement of the Department of Public Instruction -The Policy and Guidelines on Non-Discrimination in Iowa Schools that suggested a minimum requirement of one-half or 5.5% of minority students be assigned in each building was not considered for implementation.This placed the responsibility of desegregation totally on the minority student population.
Section 6 - Attendance Areas - All optional attendance areas were eliminated as of September, 1976.
Section 7 - Alternatives for Reducing Minority and Economic Isolation at the Elementary

Section 6 - Attendance Areas - All optional attendance areas were eliminated as of September, 1976.
Section 7 - Alternatives for Reducing Minority and Economic Isolation at the Elementary Level - Alternatives included combining attendance areas, transferring of second and fifth graders from certain schools, establishing alternative schools such as a Basic Skills School, and closing schools.
Section 8- Staff and Community Development - The School Budget Review Committee (SBRC) approved requests that included $130,000 for staff development programs and $35,000 for community involvement programs.
Section 9 - Staffing and Assignment - The revised Affirmative Action Plan stated that the district will attempt to place minority employees in such a manner that no building staff will have less certified and classified minority employees than one-half of the district's minority percentage.
Section 10- Monitoring and Evaluation - A summative evaluation report would be prepared periodically by the administration.

A Spanish-Speaking Affairs, Specialist and Voluntary Transfer Program Coordinator were added to the Intercultural Affairs staff. In addition, the Language Arts Department initiated the English As A Second Language (ESL) Program with two resource teachers and nine Asian tutors.

1976 In May , the Pupil Assignment Committee met to discuss the impact of Code 501 which required minority students moving into high minority percentage attendance areas after school started to be assigned to schools with low minority percentages. The Committee recommended that the mandatory transfer policy be discontinued and students be encouraged to participate in the Voluntary Transfer Program. Administrative procedures were revised and implemented in the fall of 1976. The procedures included the establishment of the Pupil Assignment Council to hear appeals from parents about decisions on their requests for school assignments related to open enrollment, child care, and voluntary transfer policies.

In July, Judge John Sirica issued a court order to the Office for Civil Rights (OCR) to complete a desegregation investigation in Des Moines. In September, a letter of non-compliance from OCR was submitted to the district. It outlined historical data which lead OCR to believe that conditions of segregation had not materialized without awareness, consent, and support of the school board and officials of the district. OCR concluded that racial discrimination in Des Moines must be eliminated and a corrective plan was requested within 30 days.

In November, the Board made a decision to seek voluntary compliance through the Memorandum of Understanding with OCR.

1977 In May, the Board approved recommendations relevant to the implementation of the desegregation plan as approved by the Memorandum of Understanding. The plan, which began in the fall of 1977, included: restructuring of some elementary schools by developing three two-center schools (Casady/Monroe, Edmunds/Jefferson, and King/Perkins); a three-center school by merging three attendance areas (Findley/Oak Park/ Moulton); closing one school (Logan) and merging the attendance area with an adjacent school (Garton); establishing a bilingual center (McKinley-Dunlap) to provide instruction in the Spanish language for limited English speaking students; and continuing the Voluntary Transfer Program.

The desegregation plan also included more School Budget Review Committee (SBRC) funds for curriculum development and staff development as well as the new educational coordinators. A Title VII Emergency School Assistance Act (ESAA) grant provided funding for home-school teams to coordinate the activities of the home, the school, and community agencies; six extended day kindergarten programs at Voluntary Transfer Program receiving schools; and

The Bilingual Program began at McKinley School with a coordinator, four teachers, and a bilingual aide.

1978 In the fall, responsibility for the ESL Program was transferred to the Secondary Department from the Language Arts Department. The Program was expanded to included five resource teachers.

1980 In the fall, a reading and math lab coordinator was hired to ensure that VTP students were receiving remedial services comparable to Title 1 services. The lab programs were available at the VTP receiving schools and also served neighborhood students in those schools. In addition, an ESL program coordinator was hired.

A Women's Leadership Training Program was co-sponsored by the Des Moines Public Schools and the Midwest Sex Desegregation Assistance Center from Kansas State University. Female administrators and those aspiring to be administrators assumed responsibility for their own program planning and received leadership training from identified outside consultants.

The district developed a cadre approach to multicultural, nonsexist education. The cadre consisted of all building principals, one or two teachers from each building and all curriculum supervisors. Cadre members attended a two-day workshop to identify their roles and responsibilities as disseminators of MCNS education strategies; to conduct an assessment of support for MCNS education from various audiences in their buildings; and to develop specific activities and objectives related to district-wide goals. Each building submitted their building multicultural nonsexist plan.

1981 Responsibility for the ESL Program was transferred to Intercultural Affairs from the Secondary Department. The Women's Leadership Training Program was continued.

1982 Intercultural Affairs was changed to Intercultural Programs. The district was awarded a three year grant for the Semi-Immersion Language Acquisition and Basic Skills Development Program for Southeast Asian Students, K-3.

The Women In Leadership Program was established by women who had completed the previous training program. It was designed to assist aspiring women educators in their professional and personal development while serving as network.

The Students In Leadership Program began with eight students from each of the six high schools. The purpose of the program was to provide intensive leadership training, develop and enhance self-esteem, and to increase student involvement through school governance and the implementation of student-generated ideas.

1983 In June, a Joint Program and Facilities Study Committee of parents from the Edmunds/Jefferson attendance area were charged with recommending a plan for continuing the paired structure between the two schools. In October, the recommendations were presented to the Board with a majority and minority report. The minority report was accepted which called for the restructuring into two separate complementary magnet schools.

1984 In January, the Board approved establishing Edmunds as a fine arts magnet and Jefferson as a traditional school and receiving school for the Voluntary Transfer Program beginning in August, 1984. The pairing of these schools was eliminated.

In the fall, annual parent workshops by ethnic groups were established for the Asian, Black, and Hispanic communities.

In the fall, annual parent workshops by ethnic groups were established for the Asian, Black, and Hispanic communities.

The district was awarded a five year grant for A Special Alternative Program for Secondary Southeast Asian Students which served newcomer students in grade 6 through 12.

1985 A formal discrimination complaint procedure was revised and information was disseminated to staff, students, and parents.

The Educational Equity Advisory Committee was established to address equity issues. Membership included community representatives from diverse ethnic groups, the disabled, religious, and women's groups.

The Bilingual Community/Liaison Advisor position was established to serve Southeast Asian students and families by coordinating of translating services, and providing counseling and drop-out prevention services.

1987 The Minority Discipline Committee was charged with examining disproportionate minority suspension and making recommendations that approved by the Board. These included establishing alternatives to out of school suspension, revision of the suspension data collection process, and working with students, staff, and parents to reduce suspensions.

The Student Tutoring and Enrichment Program (STEP) was initiated with funding from the Bureau of Refugee Programs. It was an after school program which serves Southeast Asian secondary students through peer tutors.

1988 The Voluntary Transfer Program Study Committee was established to study the impact of the VTP on the newly approved high school boundaries. Their recommendations resulted in a revised Voluntary Transfer Program that ensured participants would attend their home high school.

The Multicultural, Nonsexist Education Plan was revised to be included in the curriculum process rather than be defined as individual building MCNS plans.

The first day-long parent institute for parents of ESL/Bilingual students was held. It was co-sponsored with the Department of Education and the Upper Great Lakes Multifunctional Resource Center in Madison, Wisconsin.

Regional ESL/Bilingual Coordinator position established to work half-time for the district and half-time for the Iowa Department of Education to serve AEA XI.

1989 The Equity Audit System and the District Equity Audit System were developed and implemented to assist the administrators in becoming more efficient equity managers and to collect the necessary data for state and federal reports.

1990 The Affirmative Action Plan was revised and renamed the Non-Discrimination, Equal Employment Opportunity and Affirmative Action Plan to meet the state standards. It also prohibited discrimination based on sexual orientation.

A Southeast Asian curriculum was written and included as supplementary material for the seventh grade social studies curriculum.

Cross-cultural awareness training was developed and training was conducted in one-third of the schools.

The Minority Achievement Program was established to coordinated the various opportunities available for minority students by colleges, universities, agencies, and community organizations.

POLICIES, STANDARDS AND REGULATIONS

Federal and state laws, as well as district policies and standards, provide direction to the Office of Intercultural Programs in the efforts to ensure equitable educational and employment opportunites.

Desegregation

1868 Amendment XIV of the U.S. Constitution. Section 1 declares that all persons born or naturalized in the United States, shall not be deprived by and state laws that will deny them life, liberty, or property without due process of law; nor deny persons within its jurisdiction the equal protection of the laws.

1954 Brown v. Board of Education. Outlawed "de jure" segregation and ruled that racially segregated schools were inherently unequal and practices fostering them as unconstitutional.

1964 Title VI of the Civil Rights Act . Prohibits discrimination against students on the grounds of race, color, or national origin in educational agencies who receive federal funds.

1974 Chapter 12.1(1) Iowa School Standards Requires equal opportunity in programs to be provided to all students regardless of race, national origin, sex, or disability. It also requires each local board to take affirmative steps to integrate students in attendance centers and courses with annual review of attendance centers and course enrollment data to be collected on the basis of race, national origin, sex, and disability.

1974 Non-discrimination in Iowa Schools State Board Policy Requests that efforts be made to prevent and eliminate segregation of children and staff by reason of race, creed, economic status, or national origin in programs administered, supervised, or controlled by the Department of Education.

1976 Memorandum of Understanding with Office for Civil Rights (OCR) and the District's Desegregation Plan. An agreement signed by district officials and OCR officials that promises realistically to remedy the areas of noncompliance cited in the September 20, 1976 letter from OCR. The two basic features were procedures to reduce minority pupil isolation at Casady, Edmunds, King, Logan, Moulton, Dunlap, and Longfellow elementary schools and to ensure educational services for national origin minority (Hispanic) students.

Multicultural Nonsexist Education

1978 Iowa Code (Chapter 256.11) The State Board promulgated rules to require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach.

1979 Iowa School Standards 670-12.5(8). Requires the Board of Directors to establish a policy to ensure the district is free from discriminatory practices in educational programs and established a written plan for maintaining a multicultural, nonsexist educational program. The plan should have specific goals and objectives with implementation timelines, provisions for infusion of the concepts into the curriculum, a description of inservice for all staff, and evidence of systematic input by men and women, minority groups, and the disabled in developing and implementing the plan.

1990 (Revised) Board Policy Series 600 Code 614. Educational Equity. Prohibits unlawful discrimination on the basis of sex, race, color, national origin, religion, creed, marital status or disability in educational programs and activities.

ESL/Bilingual Education

1968 Bilingual Education Act. Proposed to provide assistance to school districts in establishing programs for students with limited English speaking ability in the form of competitive grants.

1974 Amendments to the Bilingual Education Act. Clarified the intent and design of programs for limited English speaking students

1978 Amendments to the Bilingual Education Act. Expanded the eligibility for bilingual programs to include those students having difficulty speaking, reading, writing or understanding the English language.

1984 Bilingual Education Act. Addressed the need for increased flexibility in the implementation of programs by giving the local school district a greater voice in deciding how students would be taught. It stipulated that parents take a greater role in education and should be kept more informed about program alternatives.

1985 *Iowa Code, Chapter 280, Section 280.4.* Rules that schools provide special instruction for non-English speaking students in the form of English language instruction and/or a transitional bilingual education program. This instruction continues until the student "demonstrates a functional ability to speak, write, read and understand the English language."

Non-Discrimination and Affirmative Action

1964 Civil Rights Act As Amended, 42 U.S.C. Section 2000e et. seq. It is unlawful to discriminate against an individual in employment because of race, color, religion, sex, or national origin.

1972 Title IX Non-Discrimination In Federally Assisted Education Programs, 20 USC Section 1681. Prohibits discrimination on the basis of sex against students in educational programs within educational agencies that receive federal funds.

1973 Vocational Rehabilitation Act of 1973, 29 U.S.C. Section 794 et. seq. Section 504. Prohibits discrimination based on handicap for both employment and the provision of services.

1989 Iowa Code Chapter 601A. Prescribes the powers and duties of the Civil Rights Commission and the definitions of unfair practices related to employment, accommodations or services, housing, education, and credit. The Chapter contains the procedures for processing complaints of discrimination.

1989 Iowa Code, Section 19B.11 Requires equal employment opportunity and affirmative action in school districts, area education agencies, and community colleges. The State Board of Education adopted rules require specific steps to accomplish the goals of affirmative action in the recruitment, appointment, assignment, and advancement of personnel.

1990 (Revised) Board Policy Series 400 Code 411, Working Relationships Prohibits acts of intolerance or harassment toward employees or students because of age, race, creed, color, sex, marital status, national origin, religion, sexual orientation, or disability or other factors that are not related to the individual's employment or education.

1990 (Revised) Board Policy Series 400 Code 412, Non-Discrimination and Equal Employment Opportunity. Provides for equal employment opportunity and will not discriminate against individuals on the basis of age, race, creed, color, sex, marital status, national origin, religion, or disability. It also prohibits discrimination against an applicant or employee on the basis of sexual orientation.

1990 Board Policy Series 400 Code 413, Sexual Harassment. Maintains and ensures a learning and working environment free of any form of sexual harassment or intimidation toward personnel and students.

1990 Board Policy Series 400 Code 414 Affirmative Action Commits the district to affirmatively recruit women and men, members of diverse racial/ethnic groups, and persons with disabilities for job categories in which any of these groups of people are underrepresented.

PROGRAM DESCRIPTIONS

Intercultural Programs oversees a variety of equity related programs and activities. Following are the descriptions.

SCHOOL DESEGREGATION

There are several components to the district's desegregation plan. These include the Voluntary Transfer Program which encompass Extended Day Kindergarten and the magnet schools, the paired schools, and the cluster schools.

Voluntary Transfer Program - Since 1968 the Voluntary Transfer Program has offered students unique opportunities for academic experiences in multicultural settings. Minority families are encouraged to attend receiving schools where there is a higher percentage of non-minority students. Non-minority families are encouraged to attend the magnet schools where there is a higher percentage of minority students. During the 1990-91 school year, there were 933 minority students participating in the program and 324 non-minority students participating as magnet students. The enrollment by level is outlined in Table 1.

Table 1
1990-91 VOLUNTARY TRANSFER PROGRAM PROGRAM ENROLLMENT
n=1257

Level	Total	Non-Minority	Minority	%Minority
Elementary	694	257	437	63
Middle School	332	57	275	83
High School	231	10	221	96
TOTAL	1,257	324	933	74

There was a decrease of 93 students in the Voluntary Transfer Program from the 1989-90 school year. Seventy-five more non-minority students participated in the Program while 176 fewer minority students were enrolled. The percentage of minority students involved in VTP decreased from 81.5% in 1989-90 to 74% during the 1990-91 school year.

The decrease in minority student involvement may be due to the changes made in the VTP as of August, 1989. When the new high school boundaries were approved by the Board, the Voluntary Transfer Program Study Committee was charged with examining the Voluntary Transfer Program's impact on the new high school boundary changes and methods by which K-12 continuity options could be ensured. Recommendations were approved by the Board which established a revised VTP program. It included a new kindergarten through grade eight feeder pattern that would ensure students would attend their home high school. (See Appendix A.) The revision also stipulated that new students must enter the program by the end of third grade and students who were already in the program could finish under the older feeder pattern. With the high school boundary changes, some VTP students now reside in their home high school area and are no longer considered VTP students at those schools. There has also been a decrease in students entering the program at grade six since the rules were changed to entry by the end of third grade rather than fifth grade. These factors have contributed to the decline in minorty student participation.

The increase in the non-minority student participation in VTP is largely attributed to the public relations efforts made by the Department of Public and Governmental Relations. Flyers advertising Edmunds Academy of Fine Arts and King-Perkins Computer-Science Magnet School were sent to 11,000 households each spring since 1989. It has been quite effective in recruiting new families. In addition, more non-minority magnet students are continuing in VTP at the secondary level.

The recommendations from the VTP Study Committee also included cross-cultural awareness training for all schools and employees beginning with VTP schools. A staff training plan entitled "Bridging the Gap Between Cultures" was developed by the Director of Intercultural Programs. Eight teams of four culturally diverse individuals were trained to present the two-hour workshop. The teams included administrators, teachers, consultants, and members of Junior League of Greater Des Moines. Partial funding for the cross-cultural training awareness training was provided by the Urban Dreams Youth Touch Program which is funded by the Junior League.

Extended Day Kindergarten - The Extended Day Kindergarten (EDK) Program provides a variety of educational experiences to children, parents, and teachers. The program offers additional opportunities for students to strengthen their listening, movement, visual, and social skills. More time is available for children to work at their own pace in discovering, manipulating, and exploring. The Extended Day Kindergarten allows for additional parent involvement in the child's educational program. Acceptance for enrollment in the EDK program is based upon the age of the child, a balance of minority and non-minority students, class size, male/female balance and an expression of the parents' willingness to become involved in the program. EDK is an incentive for parents to become involved in VTP. There are Extended Day Kindergarten classes at Edmunds, Findley, Hubbell, King, Madison, McKee, Moore, Park Avenue, Windsor, and Woodlawn.

Paired Schools -King/Perkins and Rice/Monroe are the two paired schools involved in the desegregation program. Students living in the former Casady Elementary School attendance area are assigned to Rice/Monroe. Students at both sets of paired schools attend kindergarten through grade two at King or Rice and grades three through five at Perkins or Monroe. There were 654 students at King/Perkins and 721 students at Rice/Monroe. Transportation is provided between the schools .

Cluster Schools- (Moulton/Findley/Oak Park) - The racial balance is controlled by transferring the new students who move in each of the school attendance areas. Non-minority students who move into the Findley and Oak Park attendance areas must attend Moulton for one year. Minority students who move into the Moulton attendance area must attend Findley, Oak Park, or participate in the Voluntary Transfer Program. For the 1990-91 school year, there were four non-minority students from Findley and eight non-minority students from Oak Park who attended Moulton. Forty minority students from Moulton attended Findley and twenty minority students attended Oak Park. The administration has concluded the current cluster plan does not have long-term effectiveness in meeting desegregation guidelines.

The English as a Second Language/Bilingual Programs provide students with the opportunity to reach proficiency in listening, speaking, reading, and writing English. Studens are also able to develop an understanding of American society and culture. These goals are promoted in a respectful environment in which the student's first language and home culture are valued and students maintain their pride in the ethnic heritage.

When students who are limited in English language proficiency enroll, they are tested for language ability and are evaluated for placement based on age, maturity, prior education and skills in their native language. The identification and registration process for entry into the ESL or bilingual programs include the following steps:

1. Intercultural Programs receives referrals from parents, school principal, consultant staff, sponsors, community agencies or the students are identified by the Home Language Survey as coming from a home where the home language is other than English. The Home Language Survey is part of the enrollment process for all students. (See Appendix B)

2. Academic and language assessments are conducted to determine if students meet the entry criteria. (See the BSM information listed below)

3. Parents are contacted concerning placement and transportation arrangements for ESL/Bilingual services.

4. The Coordinator and building principal at the receiving school finalize registration for the student.

The Bilingual Syntax Measure (BSM) is administered to each student to determine the English language proficiency. It measures the student's control of a range of basic English syntactic structures used in ordinary spoken communication. The BSM places students at one of six English proficiency levels. The levels correspond to natural language learning sequences identified through psycholinguistic research. They are outlined in Table 2 below:

Table 2

EXPLANATION OF BILINGUAL SYNTAX MEASURE LEVELS

Level 1: No English. Except for a word here or there, students at this level are able to understand little or no English and are not able to speak English at all.

Level 2: Receptive English only. Students at this level are able to understand conversational English in varying degrees. Also, these students are able to produce some common English words and phrases spontaneously and repeat short sentences or questions, but they are unable to use English as a vehicle for significant communication.

Level 3: Survival English. Students can usually make themselves understood by using a combination of simple speech, gestures, and an occasional word from their native language. These students are usually able to communicate feelings and ideas in English, but only with considerable difficulty.

(continued)

Table 2
(Continued)
EXPLANATION OF BILINGUAL SYNTAX MEASURE LEVELS

Level 4: Intermediate English. Students have little difficulty communicating their ideas in English, and do not rely heavily on gestures or on their native language to get across their meaning.

Level 5: Proficient English I. Students demonstrate a fairly high degree of proficiency in English, approaching native proficiency. They control most of the basic grammatical structures of English.

Level 6: Proficient English II. Students at Level 6N have mastered a broad range of the syntactic structures found in the speech of native speakers of English through high school age. Students at Level 6S have mastered a broad range of the standard syntactic structures found in the speech of native speakers of English through high school age.

ESL/bilingual students proceed through three instructional levels as outlined in Table 3:

Table 3

ESL/BILINGUAL INSTRUCTIONAL LEVELS

Newcomer-Level I - Students understands, speaks, reads, and writes English at very minimal levels. Student needs intensive language development activities. **(BSM Levels 1 - 3)**

Intermediate-Level II - Student is gaining in ability to communicate, but still makes frequent errors in use of English. Reading and writing skills are improving, but the student probably will still not be achieving on grade level. Comprehension continues to be weak in content areas. **(BSM level 4)**

Advanced-Level III - Student has achieved a fairly high degree of proficiency in oral English but still needs instruction in order to master reading, writing, and comprehension skills and to "catch-up" on other skills peers were learning while student was functioning at a lower level of English proficiency. **(BSM levels 5-6)**

Since students begin their ESL program from differing background levels of literacy in English and their home languages, the length of time they take to progress through the levels may vary. The typical range of times are:

Level I - Newcomer	One to two years
Level II - Intermediate	Two to four years
Level III - Advanced	One to three years

These ranges are consistent with modern research as far as reasonable expectation of time students will spend at each level. Student progress in school is dependent upon several factors:

1. Proficiency in use of the English language - both basic interpersonal communication skills and cognitive academic language proficiency
2. Positive self-concept and pride in one's culture.
3. Feeling of inclusion in the school community

The ESL/Bilingual program addresses the above three factors for language minority students. For newcomers, developing English language proficiency and understanding the American school community are urgent needs. Without these skills, students could not remain in school.

Following the evaluation, students are placed in classes that provide special instruction which are outlined in Table 4.

Table 4

ESL/BILINGUAL INSTRUCTIONAL PROGRAMS

English As A Second Language

Instructional Program	Description
Full day ESL Kindergarten	Students learn the regular kindergarten curriculum while working on language development
Semi-immersion Classes	Students in grades 1-3 at Granger and Moore Schools receive their primary reading, writing, and language instruction from the ESL teacher.
Elementary and Secondary Resource Classes	Students develop English and academics skills. They work to reach proficiency in listening, speaking, reading, and writing English as well as develop and understanding of American society and culture.
Newcomers Program	Secondary students new to the country are provided intensive language instruction and concept development on a half-day basis.
Cognitive Academic Learning Proficiency Program (CALP)	Secondary students are provided intensive reading, writing, and concept skill development on a half-day basis.
Content Area ESL Courses	High school students are provided social studies, English, and math courses taught by the ESL teacher for credit.
Bilingual Education Program	
Spanish Reading Instruction	Spanish speaking students develop concept and/or skill development in their first language until sufficiently proficient in English.
Bilingual Program Resource	Students develop English and academics skills. ESL teaching strategies are used.

One type of instruction that the student might receive is English as a Second Language. ESL is the teaching of English to students whose first language is other than English. There are specific teaching strategies used to help children acquire English language skills. A second type of special instruction is Bilingual Education which involves the use of two or more languages to teach concepts and/or skill development in the student's first language while they learn English language skills. Des Moines has a Hispanic bilingual program. ESL teaching strategies are also taught to students in the bilingual education program.

In both instructional programs, native language tutors from the Southeast Asian and Spanish language groups provide a link between the first and second languages for students acquiring English. They are available to provide bilingual support for staff and the students' families. Ten native language tutors work in the 15 schools where the programs are located, representing seven different language groups. The tutors also provide the students with positive role models and assist the students on their path towards academic success.

Kindergarten age limited English speakers participate in a full day ESL kindergarten program at Adams and Moore Elementary. In this environment, the children learn the regular kindergarten curriculum while working on language development. ESL teaching strategies are incorporated as students learn to listen, speak, read and write in English. Appropriate instruction is based on the ESL curriculum which was revised in the Spring of 1990. In addition, the class provides an introduction to American customs and traditions while learning to feel proud of their native culture. The native language tutors provide assistance as the students progress.

To participate in the elementary program, students leave the regular classroom to work in a special class. In addition to the full-day kindergarten program, students may participate in other program designs. Granger and Moore Schools have semi-immersion classes that serve grades 1-3 where students receive their primary reading, writing, and language instruction from the ESL teacher while learning English. At McKinley Elementary , Spanish reading instruction is provided for Spanish speaking students to foster concept and/or skill development in their first language until sufficiently proficient in English. Bilingual and ESL resource classes help students develop English and academic skills at Adams, Granger, Hillis, Madison, McKinley, Moore, Wallace, and Windsor.

At the secondary level, there are several program designs. Besides the ESL/Bilingual resource classes, students new to the country are enrolled in the Newcomers Program which provides intensive language instruction and concept development on a half-day basis. Middle school students are served at Callanan and Harding. Newcomer high school students from Hoover, North, and Roosevelt are served half-days at Central Campus. The Cognitive Academic Learning Proficiency (CALP) Program is also offered at Central Campus to assist these new students with intensive reading, writing, and concept skill development. In addition, the ESL high school programs offer content area courses in social studies, English, and math for credit. Secondary ESL resource services are provided at Callanan and Harding Middle School as well as Hoover, North, and Roosevelt High Schools. Bilingual services are located at Weeks Middle School and Hoover High School.

Students are scheduled for at least one period per day. In addition, the ESL teacher or the native language tutor may assist the student with regular course work. In some schools, the teacher may speak the native language of the students and use this skill to help the students learn. While the student is receiving ESL or bilingual support, the student participates in some classes with their English speaking classmates which may include: math, music, art and physical education. As their English language skills improve, they participate in additional classes.

The ESL/Bilingual Program enrollment is outlined in Table 5.

Table 5.
ESL/BILINGUAL ENROLLMENT 1990-91
n= 793 N/E= Not Eligible

COMPONENT	KDG	GRADES 1-5	GRADES 6-8	GRADES 9-12	TOTAL
Full-day kindergarten	52	N/E	N/E	N/E	52
Semi-immersion programs	N/E	30	N/E	N/E	30
Bilingual/Spanish reading programs	18	75	16	5	114
ESL resource/ content classes	16*	253	87	134	490
Newcomer program	N/E	N/E	22	48	70
CALP Program	N/E	N/E	N/E	37	37
TOTALS	86	358	125	224	793

*16 Kindergarten students were served in regular classes with ESL support because the full-day ESL kindergarten classes were full.

In 1975, approximately 275 students were served. Since then the number of students increased until 1979 when the enrollment peaked at around 900 students. During the 1990 -91 school year, the official count reported to the Department of Education was 793 students. However, there were 112 new students served during the year for an actual total of 905 students served. By the end of the school year, 80 students transferred out of the district, 80 exited the program, and 27 students dropped out of school. The end of the year total was 718 students.

The language groups served include: Arabic, Cambodian, Chinese, German, Gujarati, Hindi, Hmong, Japanese, Korean, Lao, Polish, Spanish, Tagalog, Thai, Tai Dam, and Vietnamese. The numbers of students served by language group included 95 Spanish, 162 Vietnamese, 93 Tai Dam, 281 Laotian, 38 Hmong, 87 Cambodian, 2 American Indian; and 35 Other.

Student achievement and citizenship, one of the six national educational goals, relates significantly to the ESL/Bilingual Programs. The program provides the necessary language support to enable students to achieve proficiency in the English language. This achievement impacts on their ability to understand subject matter in their content classes. In addition, pride in the bilingualism is encouraged and the American cultural component, which is included in the curriculum on each grade level, incorporates information and lessons related to civic responsibility and citizenship.

The success of the program is enhanced by the involvement and support of the Bureau of Refugee Services, various other resettlement agencies and community groups. These agencies provide classroom resources and opportunities for students to see positive role models of individuals who have resettled in the U.S., completed their education and become responsible citizens.

The overall goal of the ESL/Bilingual Program is to help students function independently in the regular education program. The exit criteria for the ESL/Bilingual Programs include:

- Level 5 or 6 on BSM I or II (January)
- Level 5 on the Language Assessment Scale which also measures writing
- Reports of daily written work, grades in academic areas, and reading and math levels (on or near grade level).
- Regular classroom and ESL resource teacher judgments
- Parent consent

BILINGUAL COMMUNITY LIAISON/ADVISOR PROGRAM

Bilingual Community Liaison/Advisor Program provided support for limited English proficient students and their families. The advisor coordinated the translating services for Southeast Asian families for special school conferences, emergencies, and other situations to alleviate having native language tutors being pulled from their classroom responsibilities. In addition, the liaison /advisor coordinated special counseling and informational sessions with resource speakers for secondary ESL classes. This was done in cooperation with the building principals, guidance counselors, and ESL teachers. There were also considerable drop-out prevention activities as well as college bound activities. He was responsible for supervising the adult supervisors and peer tutors for the Student Tutoring and Enrichment Program (STEP) which was funded by the Bureau of Refugee. The liaison/advisor serves as a link between the district and the various Southeast Asian community leaders and mutual assistance organizations.

MULTICULTURAL, NONSEXIST EDUCATION

In 1988, the Multicultural, Nonsexist Education (MCNS)Plan was revised to be a more comprehensive district-wide process. The MCNS thrust became part of the existing curriculum process. The Plan includes rationale, concepts,goals and instructional objectives, inservice activities, evaluation, and timelines for implementation. It is updated each year.

The goals and objectives component outlines multidisciplinary as well as overall specific discipline objectives. These serve as a guide for the development of MCNS objectives in courses within the program areas. Specific discipline infusion is accomplished in the five-cycle curriculum process.

Cycle 1 - Develop course of study outline. A Textbook Selection Committee studies and revises course objectives. MCNS inservice is provided to give the Committee guidance as they ensure MCNS objectives are included the course outline. The district also has MCNS guidelines outlined in the criteria sent to textbook publishers.

Cycle 2 - Selection of Instructional Materials - The Textbook Selection Committee screens the materials and makes a recommendation based on curriculum objectives which include MCNS criteria. This recommendation is presented to the School Board Advisory Committee. Each year the School Board Advisory Committee receives an MCNS inservice. After the textbook and course objectives are approved by the Advisory Committee, they are adopted by the Board of Directors.

Cycle 3 - Implementation of Course of Study -After the newly approved textbooks are purchased, the teaching staff receives inservice that includes an MCNS component.

Cycle 4 - Review of Student Evaluation Method - The program is monitored. Norm-referenced objective based and criterion reference tests are used. Inservices are conducted on testing.

Cycle 5 - Review of Program and Process Outcomes- Process and program evaluations are conducted to determine if students are learning what is being taught. Specific multicultural, nonsexist objectives will be examined.

The MCNS Plan also includes inservice for non-teaching employee groups. Civil rights in the work place as well as an overview of the MCNS plan are the topics discussed.

MINORITY ACHIEVEMENT PROGRAM

The Minority Achievement Program (MAP) is a proactive plan to increase opportunities for success. Through this unique partnerships, the district along with colleges, universities, community agencies and organizations work to ensure more active minority participation in higher education and other quality career endeavors. MAP provides a vehicle to coordinate 40 opportunities for minority students in grades six through twelve. In December, 1990 a half-time district Minority Achievement Program coordinator was appointed. The district MAP coordinator was responsible for assisting and supporting the building staff in the implementation of the MAP activities, coordinate and implement the Minorities In Teaching Program with the University of Northern Iowa, and coordinate the Iowa Minority Academic Grants for Economic Success (IMAGES) so students can earn the maximum number of vouchers to apply toward their college education. The Coordinator developed the program application and information.

In February, 1991, building MAP coordinators were appointed at each of the secondary schools and received implementation training. They were responsible for a formal assessment of the students' basic career orientation and preference, evaluation of leadership potentials and matching students with various opportunities. The building coordinator position was non-paid during the 1990-91 school year. However, the position has been included in the negotiation process for 1991-92. Since the secondary schools' minority enrollments range from 45 to 339, adjustments were made in the paid position based on the enrollment. Schools with smaller enrollments had a half-time building coordinator and those with larger enrollments had one and one-half coordinators.

AFFIRMATIVE ACTION

The revised Non-Discrimination, Equal Employment Opportunity, and Affirmative Action Plan will be presented in a separate report. During the 1990-91 school year, the Affirmative Action Director worked with Human Resources Management on some of the goals and objectives of the plan. A report to the Department of Education is due in July, 1992.

MINORITY COMMUNITY LIAISON

The Intercultural Programs staff serves as a link between the district and the minority communities. For the past six years, annual parent workshops have been held in the African-American, Asian, and Hispanic communities. The staff has met with leaders from each community to decide on the mutually agreed topic. In the Asian and Hispanic communities, the sessions are translated according to the language group.

In addition, the staff represents the district on a wide variety of community boards and committees which include the YWCA, Iowa Refugee Action Council, the Martin Luther King Celebration Planning Committee, the Child Abuse and Neglect Council, State Advisory Council on Adult Education, the Oversight Committee for Vocational Education, Tai Study Center, the Youth Touch Project of Urban Dreams and several others.

DISCRIMINATION COMPLIANCE

A concerted effort has been made to inform staff, students, parents, and school volunteers of their right to complain if they perceive discrimination has occurred based on race, creed, color, sex, marital status, national origin, religion, or disability. Each year, the district non-discrimination statement and an abbreviated version of the complaint procedure is released to the media, placed in the district Bulletin, and published school newsletters. A poster is also placed in all district facilities.The Director of Intercultural Program is the complaint officer and processes all formal complaints. (See Appendix C). The formal complaint process involves completing a form which outlines the nature of the complaint and is signed by the complainant. The allegations are presented to the accused party. That individual gives a response to the charges which is also signed. Signed statements are also secured from any other individuals mentioned in the complaint. The complaint officer summarizes all the information and prepares preliminary recommendations that are presented to the executive director of the involved employee group and the Director of Human Resources Management. A final decision is made as to whether the allegations are founded or not founded. The complainant and charged party are informed of the results of the investigation. Appropriate discipline action is taken when necessary; however, personnel matters are held confidential.

The complaint officer is also responsible for processing complaints from the Iowa Civil Rights Commission and the Des Moines Human Rights Commission. There are approximately 108 questions with each complaint. Although all of the questions are not necessarily germane, the process involves taking depositions from some of the individuals involved. After the document is prepared, it is sent to district counsel who reviews and forwards it to the civil rights agency.

In 1984, there were fifteen pending cases with civil rights agencies. Many of the complaints involved personnel from the Transportation Department. The Director of Transportation and the complaint officer worked with staff from the Transportation Department to take proactive measures. The Transportation Climate Committee was formed. The Committee is composed of the complaint officer and representatives of the various job classifications. They meet once a month to review concerns raised by staff which do not fall under the comprehensive agreement and do not name individuals. The Committee discusses the issues and develop solutions. A summary of the concerns and solutions as well as special interest items are printed in the Transportation Department newsletter, The TransAction. The complaint officer produces the newsletter.

PAST NEEDS

Intercultural Programs staff has made every possible effort to meet the changing needs of the programs included in our program descriptions. Changes have resulted from needs expressed by staff, parents, students, and district administration. In addition, program decisions are guided by research findings, state guidelines, changing population needs, and budget restraints.

Recently, there have been several program adaptations which have resulted from needs. One of these has been the development of a new ESL/Bilingual curriculum to increase the continuity between grade levels and between buildings. This development has resulted in a program that better meets the needs of the mobile student population.

An ESL/Bilingual Department Handbook was developed to facilitate new staff orientation and to keep all staff aware of forms and records which must be kept each year. Program information is included to assist staff in their efforts to disseminate information to other teachers in their buildings.

With new criteria for ESL teacher certification, the staff expressed a need to have a more professional and appropriate staff development program. A Lattice Model for ESL Staff Development was prepared and a

partnership was created with the University of Northern Iowa to offer courses in the Des Moines area which would meet state requirements. Although most of the district's ESL teachers are certified to teach ESL according to the new criteria, many have pursued the necessary coursework to receive the endorsement on their certificates.

Textbook selection has only recently become a unified effort as our department has been included in the district's selection process this. year. A need existed for continuity of textbook selection throughout the district. This was a natural outcome of the curriculum revision project.

Student numbers have grown significantly in recent years. In addition to increasing numbers, the language groups and educational needs have changed. These changes have resulted in a need for additional staff, more materials, adjustment in scheduling such as the location of the middle school newcomer program moving from Central Campus to Harding and Callanan Middle Schools, and changes in teacher assignments.

The Hispanic program experienced a dramatic influx at the elementary level, doubling in size from 45 to 90 students. As a result, the percentage of minority students at McKinley school went above state desegregation guidelines and caused increases in class size. The bilingual program will expand to Lovejoy during the coming school year to meet this growing need. An ESL teacher and a bilingual tutor will be assigned to the Lovejoy staff.

Students approaching the age of 21 have expressed concern that they would be unable to remain in their high school to complete graduation requirements. Parents have also requested that students reaching their junior year and age 21 simultaneously would be permitted to return for one more year. The Department of Education was contacted for guidance, and a policy has been established to charge minimal tuition to these students to enable them to graduate.

Over the past two years, there has been an increasing number of opportunities for minority students from various external institutions, agencies, and organizations. The district responded to the need to coordinate and enhance the participation of students in these activities.

DEPARTMENTAL GOALS AND OBJECTIVES

EDUCATIONAL AND EMPLOYMENT EQUITY PHILOSOPHY

Philosophy

The policies of the Des Moines Independent Community School District prohibit discrimination on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities, or employment activities. The curriculum content and instructional materials utilized reflect diversity present in the United States and the variety of careers, roles, and life styles open to all persons in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate prejudice. The curriculum fosters respect and appreciation for the cultural diversity found in our country and community and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society. In addition, parents have the right to review all instructional materials upon request to the building principals.

Goals

The Office of Intercultural Programs will offer support and guidance to school staffs and the community in their effort to provide equal educational and employment opportunities in the Des Moines Public Schools.

The Office of Intercultural Programs will provide information, support, and assistance with the desegregation and integration efforts of the district.

The Office of Intercultural Programs will assist minority students and their parents to be informed and participate in available educational programs and enrichment opportunities offered through the Minority Achievement Program.

THE TEACHING OF ENGLISH-AS-A-SECOND LANGUAGE AND BILINGUAL EDUCATION

Philosophy

The ESL/Bilingual Department of the Des Moines Independent Community School District recognizes its responsibility to meet the needs of students whose first spoken language is other-than-English as our schools and society become increasingly diverse.

Goals

The study of English-as-a-Second language provides the student with an opportunity to reach proficiency in listening, speaking, reading and writing English. The student is also able to develop an understanding of American society and culture. These goals are promoted in a respectful environment in which the student's first language and home culture are valued, and students maintain pride in their ethnic heritage.

Objectives

To teach the English language, including comprehension, speaking, reading, and writing skills.
To provide students with an opportunity to progress academically with their peers by using tutor assistance in their first language.
To foster positive attitudes towards school and positive self-concepts.
To assist students in understanding and functioning in the American society.
To promote pride in the students' cultural and linguistic backgrounds.
To involve families and community leaders in the educational process in order to make education a cooperative effort between home and school.

DEPARTMENTAL IMPROVEMENTS

Desegregation

The Voluntary Transfer Study Committee made recommendations that resulted in a revised K-8 Voluntary Transfer Program.

Development and implementation of mandatory cross-cultural awareness training was accomplished.

ESL/Bilingual Programs

Title VII grants from 1985 until 1990 have provided federal funding to develop and implement special support programs for Semi-Immersion and a Special Alternative Program for Secondary Newcomers. A grant is now pending requesting support for an Alternative High School Program for Limited English Proficient Students. A needs assessment of parents has transpired to collect information for future grant applications.

A Southeast Asian Curriculum was developed as a joint project between Intercultural Programs and the Social Studies Department in 1990. It was developed as a supplement for the seventh grade social studies curriculum. The Cambodian, Hmong, Laotian, Tai Dam and Vietnamese community

leaders gave input and provided information to the curriculum writing committee. Teachers received inservice training on the use of the new curriculum.

Program changes, adaptations and expansions have taken place when there is a great increase in student need. A surge in newcomer arrivals resulted in hiring additional staff; a drastic increase in the elementary Hispanic student population has expanded the program to two centers next fall. In addition, the second year newcomer program at Central Campus was not meeting the needs of the students until the curriculum and concept was revised.

An ESL curriculum guide was developed by a committee in the Spring of 1990 to provide continuity to the program between schools and grade levels. In addition, an ESL/Special Education Collaboration Committee was formed this spring to examine assessment and placement methods which might be used to more effectively determine appropriate referral and placement of limited English proficient students.

A brochure about the ESL/Bilingual Program is being developed to clearly explain the program policies for parents and community members.

A ESL Staff Handbook was developed in 1989 for new staff members to orient them to program management forms, evaluation process and teaching strategies.

To assist ESL staff in their professional growth, a Career/Lattice Model was prepared by a committee in 1989.

A Retention Handbook was developed in 1988 to offer alternative strategies to retaining limited English proficient students, and a student study team process is outlined to assist staff on their efforts.

Afirmative Action/ Compliance

In 1988 for the first time, the District has been able to collect data on disabled employees. An initial survey was distributed that had a 97% voluntary return rate. The Survey of Employee Handicaps is now part of the new employee registration process.

The number of civil rights complaints have been reduced from twenty-two pending in 1984 to an average of three complaints a year from 1986 through 1991. This was due to implementation of the internal complaint procedure and staff being more aware of and sensitive to civil rights issues.

Staff, students, and parents have been made more aware of their rights as documented by the number of formal and informal discrimination complaints

The Transportation Climate Committee has been institutionalized and has almost eliminated the number of civil rights complaints generated from their employees. It has served as a positive force in enhancing relations between the staff and administration.

Annual minority parent workshops have been successful. They are held by ethnic groups in the native languages. It is a collaborative effort with various minority community organizations.

Minority Achievement Program

The Minority Achievement Program was implemented to serve secondary minority students.

The Director of Intercultural Programs has successfully co-sponsored and organized the Martin Luther King, Jr. Youth Forum since 1985.

Multicultural, Nonsexist Education/Equity

A comprehensive equity accountability system has been implemented through the revision of the Multicultural, Nonsexist Education Plan, the Non-Discrimination, Equal Employment, and Affirmative Action Plan, and the creation of the Equity Audit System.

INPUT EVALUATION

1990-91 BUDGET AND SOURCES OF REVENUE

Funding Source		
General Fund		$498,498
State of Iowa Weighted Formula for Non-English Speakers		$501,133
		$999,631
Expenditures		
English As A Second Language		
Teachers and Tutors	$862,368	
Coordinator	$34,239	
Inservice	4,000	
In-district Travel	500	
Supplies	5,693	
Printing	1,000	
SUBTOTAL	$907,800	
Bilingual Program		
Teachers	$75,414	
Teacher Aide	14,417	
Supplies	1,500	
Printing	500	
SUBTOTAL	$91,831	
TOTAL		$999,631
Funding Source		
General Fund		$251,124
Expenditures		
Voluntary Transfer Program		
Associate Salaries	$162,527	
Supplies	1,500	
SUBTOTAL	$164,027	
Integrative Services		
Consulting Services	2,000	
Out-of-District Travel	1,500	
SUBTOTAL	$3,500	
Desegregation		
In-district Travel	300	
Supplies	250	
Printing	3,500	
Periodicals	500	
SUBTOTAL	$4,550	
Integrative Support Services		
Instructional Support	$2,400	
Textbooks	2,770	
Training	6,560	
SUBTOTAL	$11,730	

Intercultural		
Director	$47,052	
Secretary	15,990	
In-district Travel	250	
Out-of-District Travel	1,275	
Supplies	750	
Printing	2,000	
SUBTOTAL	$67,317	
TOTAL		$251,124
Funding Source		
Federal Chapter II Funds		$24,578
Expenditures		
Bilingual Community Liaison Advisor Program		
Liaison Advisor	$22,778	
In-district Travel	400	
Indirect Cost	1,400	
TOTAL		$24,578
Funding Source		
General Fund		$15,174
State of Iowa - Title VII Grant		15,174
		$30,348
Expenditures		
Regional Coordinator, ESL/Bilingual Education		
Coordinator	$29,948	
In-district Travel	400	
TOTAL		$30,348
Funding Source		
State of Iowa - Bureau of Refugee Programs		$1,774
Expenditures		
Student Tutoring and Enrichment Program (STEP)		
Salaries for Supervisors and Tutors	$1,774	
TOTAL		$1,774
GRAND TOTAL		$1,307,455

TEXTBOOKS AND MATERIALS

The English as a Second Language and Bilingual programs use a variety of textbooks and materials in order to meet the diverse curricular needs of the students served. From 1975 until 1990 as the programs grew, materials were purchased by grant monies or at individual building sites to meet specific program needs. When it became clear that ESL would be a permanent curricular area, it was added to the district-wide textbook adoption cycle. The process began this year with the selection of ESL language arts materials for the middle school level. The following materials were purchased to correspond to the three ESL curricular levels:

Intercom 2000 (Levels 1-4),
Perspectives 2000 (Level 1),
Heinle and Heinle, 1990

Beginner's English Reader,
National Textbook Co., 1990

Project Achievement: Reading. (Levels A,B,C)
Project Achievement: Writing. (Levels A,B,C)
Scholastic, 1989

Teacher Resources:
Carousel of Ideas: Set 1.
Ballard and Tighe, 1989

101 American English Idioms.
National Textbook Co., 1990

Write on to Reading, Book 1.
Ballard and Tighe, 1989

The total expenditures for textbooks was $5,234.25 for 120 students or $43.62 per student.

In 1991-92, materials will be selected for the elementary ESL program and in 1992-93, materials will be selected for the high school programs.

Supplementary materials which are needed to specifically address ESL curriculum have been purchased with Intercultural Programs funds. These materials include: language masters, photo library cards, reading books, Total Physical Response kits, picture dictionaries, software.

Intercultural Programs also provides consulting and inservice training for areas related to English-as-a-Second Language and desegregation issues. The office has also provided forms and brochures needed to communicate about ESL and Voluntary Transfer programs and translations of district policies and letters.

COMMUNITY RESOURCES

The following agencies and organizations worked closely with Intercultural Programs staff to provide various opportunities for students, staff, and parents.

A Better Chance Program
African American Action League
Ang Kor Wat Friendship, Inc
Association of African American Role Models
Black Child Development Institute
Black Ministerial Alliance
Blacks In Management
Bureau of Refugee Services
Cross Roads of Iowa Area Agency on Aging, Inc.
Des Moines Area Community College
Des Moines Police Department, Crime Prevention
Des Moines Tutoring Center
Gateway Dancers
Gay and Lesbian Resource Center
Grinnell College
Heartland Area Education Agency
Homes of Oakridge
Iowa Commission on the Status of Women
Iowa Refugee Action Council
Iowa State University
Jack and Jill, Inc., Des Moines Chapter
Junior Achievement of Central Iowa
Junior League of Greater Des Moines
KUCB radio station
League of United Latin American Citizens
Links, Inc., Des Moines Chapter
Martin L King Community Planning Committee
NAACP, Des Moines Chapter
Planned Parenthood of Central Iowa
Society of Tai Dam-American Friendship
Tai Study Center
The Close Up Foundation
The Communicator, Black Newspaper
The Lao Family Community, Inc.
United States Department of Justice
University of Iowa
University of Northern Iowa
Urban Dreams
Vietnamese Evangelical Community
Wat Lo Buddhavath of Iowa
YMCA and YWCA
Des Moines Register

OTHER INPUT INFORMATION

The Office of Intercultural Programs receives financial support in varying forms from other agencies.

Iowa Department of Education, Bureau of Instruction and Curriculum provides:

- 1/2 time consultant on-site to assist the district with coordinating needs
- Presenters for staff training
- Money to pay for substitutes so teachers may attend workshops
- Training opportunities around the state which teachers may choose to attend
- Money to subsidize the costs of a University of Northern Iowa class to be held in Des Moines which will help the teachers work towards ESL endorsement

Upper Great Lakes Multifunctional Resource Center, Midwest Teachers of Speakers of Other Languages, National Origin Midwest Center provides:

- Presenters for training sessions, district inservice and other inservice needs
- Opportunities for training which teachers may choose to attend

Bureau of Refugee Services provide:

- Funding for STEP, a peer-tutoring program for secondary limited English proficient students
- Consulting services about topics of concern: health issues, information about projected arrivals.

Close-Up Foundation provides:

- Scholarships for secondary students who are newcomers to the U.S. to participate in a week-long, intensive training session in the nations capital.
- Funding for staff to participate in teacher training sessions in Washington, D.C.

Heartland AEA provides:

- Two Apple computers and software to be circulated among the ESL classrooms

Highland Park Christian Church provides:

- Facilities for the STEP tutoring program

PROCESS EVALUATION

RESPONSIBILITY STATEMENT 1990-91

It is the responsibility of the Director of Intercultural Programs to provide leadership, guidance, and support to the entire staff. It is also the responsibility of the Director to maintain the quality of educational programs and activities under the jurisdiction of the Office of Intercultural Programs.

Organizational Tasks:
The organizational tasks to be performed by the Director include planning and implementing programs, evaluating both personnel and programs, establishing effective communication with all departments in all divisions regarding school desegregation, multicultural, nonsexist education, human relations, affirmative action, and other educational equity issues, providing assistance to staff, parents, and students in processing formal discrimination complaints; and establishing effective communication with and providing educational workshops for minority parents.

Successful performance is expected by the Associate Superintendent for Teaching and Learning, the Superintendent, and the Board of Directors in the management of the various programs and in maintaining a positive working relationship with the entire staff and publics. The Director is also expected to represent the Des Moines Public Schools on various board, committees and at conferences at the local, state, regional, and national levels.

Organizational Relationships:
The Director reports to the Associate Superintendent for Teaching and Learning. She directly supervises two program coordinators, one Bilingual/ESL Community Liaison Advisor, and ten bilingual tutors.

OBJECTIVE 1. Support and maintain the school desegregation program by:

20%
a. Coordinating the revised Voluntary Transfer Program and the recommendations approved by the Board of Directors.
b. Co-chairing the Moulton Magnet School Planning Committee
c. Coordinating cross-cultural awareness training for all the Voluntary Transfer Schools and all the comprehensive high schools in conjunction with the directors of elementary/early childhood programs and middle and high school programs and each building principal.

OBJECTIVE 2. Support and maintain the English As A Second Language and Bilingual Programs by:

15%
a. Coordinating the enrollment and placement of limited English proficient students in conjunction with building principals.
b. Coordinating the revision of middle school ESL curriculum and the selection appropriate textbooks.
c. Begin implementation of a long range plan to insure educational programs are located in their high school feeder patterns in a coordinated effort with the elementary, secondary, and special education departments.
d. Continuing effective communication with building principals and staffs regarding ESL/bilingual curriculum and support services available.

OBJECTIVE 3 Support and maintain the District's multicultural, nonsexist education plan by:

15%
a. Coordinating inservices and workshops to meet the 1990-91 objectives in conjunction with the curriculum supervisors and non-instructional employee group administrators.
b. Assist with any building level MCNS initiatives as outlined in their objectives.

OBJECTIVE 4 Support and maintain the District's Affirmative Action efforts by:

15%
a. Coordinating the implementation of the revised of the Affirmative Action Plan
b. Working in cooperation with the Personnel Department in affirmative action efforts.
c. Assisting with the coordination of the Minority Achievement Program

which serves as a clearinghouse of various programs and projects for minority students in conjunction with Middle and High School Programs

OBJECTIVE 5 Support and maintain a positive relationship with minority communities by:
10%

a. Providing parent workshops by ethnic groups based on the needs outlined by each specific group.
b. Co-sponsoring and assisting with the implementation of community activities designed for minority youth.
c. Representing the District on various boards, committees and special events in the minority communities.

OBJECTIVE 6 Coordinate the process for discrimination complaints by:
10%

a. Working with building principals to insure that staff, students, and parents are informed of the District's complaint procedure.
b. Assisting complaints with the formal complaint process in conjunction with district administrators.
c. Completing the formal responses to complaints filed against the District and/or employees from civil rights agencies and working in conjunction with the District's legal counsel and affected employees in completing the responses.

OBJECTIVE 7 Meet the organizational tasks and performance expectation of the Associate
10% Superintendent for Teaching and Learning by:

a. Serving on the Superintendent's cabinet, Administrative Council, and attending meetings of the Board of Directors.
b. Serving on the Teaching and Learning cabinet.
c. Serving on the Pupil Assignment Council and the Expulsion Investigation Team.
d. Completing any other tasks assigned.

COMMITTEE RESPONSIBILITIES

In addition to the regular cabinet and division meeting responsibilities, the Director of Intercultural Programs served on a wide range of committees that are listed below:

Administrative Excellence Program Committee
Administrative Academy Trainer, "Working With Youth At Risk"
At Risk Coalition
Choice Committee, School Business Alliance
Committee of Practitioners for Vocational Education
Community Survey Committee
Executive Committee, Des Moines Administrators Association
Executive Committee, North Central Regional Educational Labratory
Moulton Magnet School Planning Committee
Phase III Career Level IIIB Administrative Participant
Phase III Site-Based Shared Decision-Making Developmental Team
Professional Development Committee
Program Coordinator, Metro Women's Administrators Breakfast Club
Screening and Interview Team for Administrative Appointments
Secondary Department Educational Forum Committee
Steering Committee, COP 2000 Project
Transportation Climate Committee, Facilitator
Vocational Curriculum Revision Committee

JOB DESCRIPTIONS

ESL/Bilingual Program
Coordinator
Schedules and places students, coordinates curriculum, arranges student transportation, coordinates testing, oversees budget and requisitions. Also coordinates the Educational Equity Advisory Committee.

Regional Coordinator - Coordinates staff development for teachers and tutors and parent workshops, directs program communication, coordinates district with state recommendations, coordinates Title VII grant applications and special programs.

Bilingual Community/Liaison - Provides counseling to students and parents, provides consultation and direction to district staff re: cultural issues, students needs, utilizes community resources, follow-up on exited students and drop-out prevention activities.

ESL Teachers - Provide instruction to small groups of identified students in language acquisition, coordinate with classroom teachers, serve as resource person, select and organize appropriate materials, confer with parents.

Native Language Tutors - Provide tutorial help in the native language, work in cooperation with classroom, ESL/bilingual staff, assist building administrators, teachers and support staff. Make home contacts, provide translations, promote cross-cultural understanding.

VTP Associates - Provide supervision on the buses for students participating in the Voluntary Transfer Program and in some instances the ESL/bilingual Programs. Serves as a link between the home and school, and perform any duties designated by the building principals.

IN-SERVICE AND STAFF DEVELOPMENT

There was a variety of in-service and staff development opportunities available to staff related to equity issues. The participants received a variety of experiences from awareness to in-depth information about specific issues. The primary goal is to enrich and motivate participants to become more culturally competent and effective in a diverse learning and working environment. Inservice and staff development activities were held in the following areas:

Topic	Date	Participants	Cost
Desegregation			
"Bridging The Gap Between Cultures	2/91 to 5/91	1,316 building staff members	$6,800 to pay 17 facilitators $1,000 printing
ESL/ Bilingual Programs			
New staff Training	8/90	3 teachers	N/C
Tutor Training	8/90	10 tutors	N/C
Implementing the Revised ESL Curriculum	1/91	41 ESL/Bilingual Staff	$40 (printing) $1170 (sub for 1/2 day)

Topic	Date	Participants	Cost
American Kaleidoscope: Changing Patterns in Language, Culture and Society (Iowa Department of Education State Conference)	2/91	42.ESL/Bilingual Staff (Many resource teachers do not need subs)	$510 registration $2089 subs for two days
Refugees of the World: Students of Des Moines	3/91	35 district staff at March inservice	N/C
The Role of the Native Language Tutor	3/91	50 district staff at March inservice	N/C
Appropriate Referrals of Language Minority Students for Special Education	3/91	30 district staff at March inservice	N/C
Addressing the Needs of Language Minority Students	5/91	14 ESL/Bilingual staff	N/C
Multicultural, Nonsexist Education			
"Working with Gay and Lesbian Youth"	9-90	410 Secondary principals and high school staffs	N/C
"Choices: Making Dreams Come True"	1-91	350 eighth grade and girls and their parents from 10 middle schools	N/C
"YWCA Martin Luther King Youth Luncheon"	1-91	75 middle school and high school minority students	N/C
"Martin Luther King Youth Forum on Civil Rights and Equity"	1-91	250 Central Iowa middle and high school students	N/C
"Am I Culturally Competent to Work with Diverse Populations?"	3-91	300 district staff at March inservice	$1,000 consultant fee
"Celebrating Diversity: Improving Intercultural Relations in our Schools"	3-91	50 district staff at March inservice	N/C

Topic	Date	Participants	Cost
"Educational Equity for Gay and Lesbian Youth"	3-91	20 district staff at March inservice	N/C
"Empowering Iowa Youth to Avoid AIDS"	3-91	40 district staff at March inservice	N/C
"Gay and LesbianYouth at Risk: Isolation, Violence, Suicide"	2/91	20 district administrators	N/C
"Service Delivery to African-American Families"	3-91	200 district staff at March inservice	$1,000 consultant fees
"Meeting the Needs of a Changing Society: What Can I Do To Become More Culturally Diverse?"	3-91	200 district staff at March inservice	$1,000 consultant fees
"Making History Come Alive for a Diverse Community of Learners"	3-91	75 district staff at March inservice	N/C
"Green Circle"	3-91	30 district staff at March inservice	N/C
"The Song as Communication: From Spirituals to Gospel"	3-91	200 district staff at March inservice	$1,000 consultant fee
"PE K-12 Evaluation: A Review of Title IX"	3-91	60 PE teachers	N/C
"Women and Chemical Dependency"	3-91	25 district staff at March inservice	N/C
"Guatemalan Journey"	3-91	20 district staff at March inservice	N/C
"Ethnological Research as a Validation of Classroom Presentation in the Social Studies"	3-91	50 district staff at March inservice	N/C
"That's Not What Little Boys are Made of: Breaking Traditional Male Stereotypes"	3-91	50 district staff at March inservice	N/C
"MCNS Infusion"	11-90	15 members of School Board Advisory Comm.	N/C

Topic	Date	Participants	Cost
"MCNS Infusion Inservice"	4-91	6 Economics Textbook Selection Comm. Committee	N/C
"MCNS Infusion Inservice"	4-91	K-5 Social Studies Textbook Selection Committee	NC
"Ethnicity and Gender in K-3 Activity Based Science Workshop"	6-91	30 K-3 elementary teachers	NC (ISU Grant)

PROFESSIONAL MEETINGS

The Intercultural Programs staff and ESL/Bilingual staff have participated in the following professional meetings during the 1990-91 school year. The staff was able to learn about new and innovative programs and activities as well as network with colleagues and make contact for consultants that can be used in the district. The meetingS are listed below.

Meeting	Date	Participants
North Central Regional Education Laboratory (NcREL) Urban Education Executive Committee - Chicago	7/90	6 administrators from the school 5 states.
NcREL Technology Conference - Chicago	10/90	9 admin. and consultants
Midwest Teachers of Speakers of Other Languages - Kansas City	10/90	2 teachers
AEA XII English As A Second Language Conf. - Atlantic, Iowa	10/90	4 teachers
National Alliance of Black School Educators - Dallas	11/90	16 teachers and administrators
State ESL Bilingual State Conference Conference - Des Moines	2/91	55 admin., teachers, counselors, tutors
"A Matter of Justice and Compassion: Serving Gay and Lesbian Youth"- Des Moines	3/91	20 staff in various capacities
Professional Educators Conf. "Celebrating Diversity"- Des Moines	3/91	Total district staff
Issues Facing People of Color College of Education, UNI -Cedar Falls	4/91	One administrator One paraprofessional

Meeting	Date	Participants
NcREL Urban Education Network Meeting - Chicago	5/91	1 administrator (24 fromother states)
National Association for Asian and Pacific Amer. Educ. - Pasadena American Education	5/91	3 ESL/Bilingual central office staff

STAFF AWARDS

Rotary Teacher of the Year - Simone Soria, ESL Resource Teacher, Hoover High School
Close-up Program for New Americans, Teacher Education Program Participant, Dan Ketchum, ESL Teacher at Central Campus
Governor's Award for Outstanding Work With Refugees, Fred Yazel, ESL Teacher at North High
Governor's Award for Sponsors of Southeast Asian Families,Stephanie Hubbard, ESL Teacher at Roosevelt.

AWARDS OR COMMENDATIONS OF ESL STUDENTS

The ESL/Bilingual Program students particapated actively in school activities and competitions and were recognized for outstanding achievement in many areas which are listed below:

Academic Letters
Central College Upward Bound
Classroom Achievement Awards
Gifted and Talented Program
Honor Societies
Law Day Essay Contest
Martin Luther King, Jr. Art Contest
North Polar Pride Award
Perfect Attendance Awards
Principal's Honor Roll
Sports Letters

BUILDING ACTIVITIES RELATED TO ESL/BILINGUAL EDUCATION

Asian Culture Window Display
Asian New Year Celebration
Brotherhood Reading Conference of Christians and Jews
Brotherhood Week
Chinese New Year Celebration - talks, exhibits, booklets distributed
ESL and Foreign Language Teachers Network
ESL Picnic
ESL Retreat
Foreign Language Week - Cooperative effort between ESL and Foreign Language Department
Hispanic Culture Window Display
Reinforcing Cultural Values - 4 session series
Southeast Asian Presentation at Multicultural Assembly
Speaker Series - Cross-cultural Issues
Spirit Week
Tree Decorating at Botanical Center with Ethnic Symbols

MANAGEMENT SYSTEMS

Arbitrary placement of students in a language support program is not appropriate according to state and federal guidelines. Therefore, the district has an established procedure for identification, placement and ultimately exiting from the ESL/Bilingual Program.

Students may be referred for program participation by parents, teachers, principals, sponsors, consultants or community agencies. Another way a student may be introduced to the program is throughout the Home Language Survey which helps the coordinator to become aware of students living in a home where a language other than English is spoken.

Information is collected from the referring source and language proficiency tests are administered. Other test scores will be considered when available, as well as grades in previous schools.

The student is placed in the ESL/Bilingual Program where an appropriate program has space available and transportation is arranged. Parents and referring party are kept informed and then finalize the process at the school. Parents may opt to refuse services and may do so in writing.

When a student's progress in school indicates that intensive language help is no longer necessary, information is collected to be certain that exit criteria can be met. This criteria includes: language proficiency test scores; content grades and scores on standardized tests. These scores are collected annually to monitor student progress. Parents are informed in a translated letter that the student is going to be exited.

PRODUCT EVALUATION

SURVEYS

An application was submitted to the U. S. Department of Education for a Family Literacy Program grant for out of school youth and parents of limited English proficient students to serve 75 Asian and Hispanic youth. Needs assessments were conducted to develop the comprehensive grant.

Summary Report of Staff Needs Assessments for Title VII Grant

Forty (40) of the forty-one (41) staff members completed the needs assessment and expressed positive opinions about the present K-12 English as a Second Language/Bilingual Program. In addition, thirty-five of the responses indicated that the present program is meeting the needs of the students. Program concerns related to conflicts older students have with jobs and child care, need for greater uniformity of curriculum, and problems with students who are not literate in their native language

Thirty-nine (39) respondents expressed positive views towards an alternative high school program. Reasons for the positive responses related to the increasing number of 18-20 year old students unlikely to complete sufficient credits to graduate because of time constraints and academic pressures. This issue is of great concern to staff and students. Components of the proposed alternative high school program which received the most support included: bilingual teachers/tutors, vocational awareness, training, counseling, ESL, summer school and a work-study plan.

Summary Report of Parent Needs Assessments for Title VII Grant

A phone survey was conducted by the native language tutors to make personal contact with a random sampling of our students' parents. The 150 parents were asked several questions about the present ESL/Bilingual program and how the program can be improved. The sample was proportionate based on the number of students of each language group in our secondary English as a Second Language Program.

One-hundred twenty (120) parents felt that the present program was very good but that the students need more help. Only twelve of the parents had children who had either dropped out of school or considered dropping out of school. Although cultural patterns tend to cause the parents to be very positive about the school system and bow to the expertise of educators, several comments were made related to what our schools can do to discourage dropping out. The major points included: more rules, respect for authority; more bilingual teachers, administrators and materials; and increase in bilingual counseling.

When asked to suggest programs which might help their children to remain in school and to succeed, the programs receiving the most support included: evening high school, career training, bilingual counseling, flexible age limits for high school attendance, more math and science and more native language tutors.

Some comments made by the parents expressed both their optimism and their frustrations. They want their children to learn English, succeed in school and adjust socially while they maintain respect for their native culture, traditions and beliefs. There were forty (40) parents who expressed interest in attending a night high school program. One parent said it all so clearly, "I raise two hands to agree if there is a night school to help us get into the American mainstream."

Summary Report of Limited English Proficient Student Needs Assessments for Title VII Grant

Over 120 students presently receiving language assistance in the English as a Second Language classes at North, Hoover and Roosevelt High Schools responded to the needs assessment. One hundred fourteen (114) students believe that the language help that they are presently receiving is very good, but they feel that they need more help. Twelve (12) responded that they have considered dropping out of school. They have persevered because of various reasons including: desire to complete their education; need to learn more English; hopes of finding a good job, a better life, and a good future.

The aspects of school which are sometimes discouraging included: hard classes, language difficulties, homework, prejudice and strict teachers. Problems with English and homework were the most discouraging. When evaluating programs which might help them to stay in school, students expressed interest in all suggestions. Those receiving the most positive responses were: career training; more math, science and computers; more native language tutors and bilingual counseling; summer school and expanded age limits in high school. Students wrote comments which expressed a need for an increased sense of belonging and more help with their work. They expressed determination to finish school against all odds.

AUDITS

Intercultural Programs is the recipient of several internal and external audits related to equity.

Equity Audit System

The Director of Intercultural Programs designed the Equity Audit System to assist building and district administrators assume the role of equity manager to ensure equal educational opportunities in programs and activities. The information is distributed in September and is returned in March. Each equity activity includes an explanation detailing the reasons and/or laws related to the activity as well as the necessary documentation. This system allows the administrators the opportunity to work with their stakeholders to analyze data and implement proactive strategies. The Equity Audit System includes meeting notices, non-discrimination policies and complaint procedures, sexual harassment, extra and co-curricular activities, course enrollments, suspensions, MCNS activities, and various government surveys.
A District Equity Audit System is distributed to non-building administrators. It is a condensed version that outlines activities related to informing employees about their civil rights and ensuring diverse representation on district committees.

Race Equity Status Report

The data received from the administrator is used to prepare the Race Equity Report. In September, the Iowa Department of Education forwards recommendations to the superintendent regarding the educational equity based on their review conducted the previous May. The district is asked to develop a voluntary compliance plan outlining how staff will address the recommendations. During the school year, the district implements the compliance plan. In the spring, a team of consultants from the Department of Education makes an on-site review. They examine policies, procedures, statistics, and interview school personnel, students, and parents as well as visit school facilities. The district submits a Race Equity Status Report in July to the Department of Education. DOE officials summarize the district report and their on-site review findings and make recommendations to the State Board of Education.

EEO - 5

Federal law requires that the Equal Employment Opportunity Commission (EEOC) and the Office for Civil Rights (OCR) of the Department of Education prescribe such records and reports as are necessary for the enforcement of the Civil Rights Act of 1964. The EEO -5 report is conducted every two years. The report for the school system must provide summary data for all personnel employed by the school system either full time or part time. A separate report form must be filed for each school and each classroom facility from the schools operated by the school system.

1990 Elementary and Secondary School Civil Rights Survey

This survey is required by the U.S. Department of Education pursuant to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and under Section 504 of the Rehabilitation Act of 1973. The reports are analyzed by government officials and forwarded to the Region VII Office for Civil Rights. It is conducted every two years. The data is used to determine compliance violations and the need for on-site reviews. Information by race, sex, and disability is obtained for pupil statistics, pupil assignment, special education program enrollments, selected course enrollments, and high school graduates.

Impact Aid Program Survey

Public Law 81-874 was passed by the U.S. Congress to offset loss of local revenue due to tax exempt federal property or federal employers who do not pay local taxes. The Impact Aid Program allocates funds by a formula which is based upon the number of pupils enrolled whose parent or parents are employed by a federal agency, whose parent is a member of the active armed forces, or who resides on federal property. The district must identify each eligible pupil in the categories and have on file a verification signed by their parents. The Board of Directors must pass a resolution each year to approve submission of the application to the U. S. Department of Education and the person designated to conduct the survey.

OUTCOMES FROM DEPARTMENTAL OBJECTIVES

SCHOOL DESEGREGATION

Voluntary Transfer Program

Adjustments were made in the location of the Extended Day Kindergarten Program due to enrollment patterns over the last two years. Moore Elementary had the only EDK in the Hoover feeder pattern. There were more requests from minority students in the assigned area than could be accommodated at Moore. These students had to be assigned to EDK classes in other attendance pattern areas. On the other hand, the participation level at the Wright EDK from students in the eligible feeder pattern area was very low. Therefore , the EDK class at Wright will be moved to Woodlawn for the 1991-92 school year, where there was more of a need.

During the 1990-91 school year, cross cultural awareness training was conducted at Edmunds, Hillis, McKee, King, Perkins, Windsor, Woodlawn, Moore, Wright, Park Avenue, Hanawalt, Brody, Callanan, Hoyt, Merrill, East, Hoover, and Lincoln. The evaluations were for the most part positive with constructive criticism that will be considered as the training is adapted during the summer of 1991. Twenty buildings and three non-instructional employee groups are scheduled for training during the 1991-92 school year.

Cluster Schools-(Moulton/Findley/Oak Park)

After several study committee deliberations, the Board received the 1990 Facilities Improvement Report which suggested planning for Moulton as a magnet school. A committee of Moulton parents, staff, and community leaders met in January, 1991 to discuss the concept and make preliminary recommendations. In the spring, 1990 a new principal was assigned to Moulton. He worked closely with staff and parents to further develop the concept and an improvement plan.

Table 5 shows the number of students exiting the program and the average length of time in the program.

Table 5.
ESL/BILINGUAL STUDENTS EXITED FROM THE PROGRAM

SCHOOL YEAR	LEVEL	#STUDENTS	AVER. YRS. IN PROGRAM
1989-1990	Elementary	35	3.8 years
	Middle School	13	5.5 years
	High School	12	4.2 years
		60	4.3 years
1990-1991	Elementary	32	4.4 years
	Middle School	33	5.5 years
	High School	15	5.0 years
		80	5.0 years

The average years in the program increased from between the 1989-90 and 1990-91 school year. The difference reflects individual student learning rates, whether the student is an immigrant or native born, whether the student had previous schooling in the native country, and whether English is spoken at home. The time periods are consistent with research as to expectations of time spent in programs before students are proficient in English. The ESL/Bilingual programs have played a positive role in the lives of many students in the Des Moines Public Schools. The ESL staff members have been the links between the home and the school and advocates for the students in achieving their goals.

BILINGUAL COMMUNITY LIAISON/ADVISOR PROGRAM

The Bilingual Community Liaison/Advisor counseled with students and parents as well as consulted with building personnel regarding staffings, potential drop-outs and other student or family issues. In addition to monitoring the progress of students who have exited the ESL program, the liaison/advisor worked with Asian students who attended schools that did not have ESL programs. He made an average of 100 individual student or family contact per month and arranged fifteen informational sessions with resource speakers for ESL classes at the middle and high school levels. He worked closely with colleges, univerisities, mutual assistance associations, and represented the district on several committee such as the Compassion II: Serving Gay and Lesbian Youth Conference, the Department of Education 's Multicultural Nonsexist Advisory Committee and the Adult Education Advisory Committee, the School Board Advisory Committee, CrossRoads of Iowa, and several boards of community agencies. He also coordinated the selection of materials by Southeast Asian community leaders to be included in the Southeast Asian Curriculum Project and served on the curriculum writing committee.

MULTICULTURAL, NONSEXIST EDUCATION

During the 1990-91, school year, the Director of Intercultural Program met with curriculum supervisors to determine the MCNS needs in their specific areas. Inservices were held by the Director of Intercultural Programs, the curriculum supervisor, or a consultant from the State Department of Education. Twelve textbook committees received MCNS inservice and six new textbook adoption inservices contained an MCNS component. The School Board Advisory Committe also received MCNS training.

The Social Studies Department established a committee to revise the Black History course so it may be offered as a high school elective. It will be retitled, African American Studies. The couse has not been offered in several years.

The Director of Intercultural Programs has served as co-chair of the Martin Luther King, Jr. Youth Forum held each January for students and teachers in Area XI. Teams of students from each of the Des Moines secondary schools have participated as well as performing arts from East High School and Edmunds Academy of Fine Arts. Students in grades 4 - 12 have competed and won cash awards in the art, composition, poetry, and rap contests.

MINORITY ACHIEVEMENT PROGRAM

The building MAP coordinators held meetings with students and parents to introduce Minority Achievement Program and to encourage the 2,505 minority students to participate. From February until June, there were 1,434 students who participated in various programs. Several students participated in college bound workshops and private organizations' activities over the summer months.

AFFIRMATIVE ACTION

Several recruiting trips were made to seek minority staff. The Personnel Supervisor and the Director of Affirmative Action exhibited and interviewed at the National Alliance of Black School Educators in Dallas, Texas. Members of the Iowa Alliance of Black School Educators also assisted in staffing the booth. The Personnel Supervisor along with the Supervisor of Music Education, and an African-American minister attended the National Conference of Black Music Educators in North Carolina. The minister was instrumental in introducing the Personnel Supervisor to teacher educator trainers and students at several historical Black colleges in the area. In June, a Mexican-American community leader attended the national conference of the Leagues of United Latin American Citizens in Chicago and took district materials to recruit professional staff. A minority recruiting video was completed through a grant from the Department of Education. Members of the minority community and minority staff were included in the planning and featured in the video. An accompanying brochure is also being developed.

MINORITY COMMUNITY LIAISON

During the 1990-91 school year, some of topics discussed at the seven minority parent workshops were college opportunities, the Minority Achievement Program, the expansion of the Bilingual Program, financial aid procedures, parent-teacher conference, the role of the counselor, and the discipline and expulsion policies.

DISTRICT COMPLIANCE

During the 1990-91 school year, the District Complaint Officer processed approximately 150 informal complaints. These were resolved by referring complainants to the building administrators or an immediate supervisor had informal discussions with the parties involved. There were six formal complaints processed during the 1990-91 school year. The discrimination categories involved included three based on race, two based on sex, and one based on disability. Of the six, one was withdrawn, two are pending, one was founded, and one was unfounded.

There were three civil rights complaints filed. One complaint from the Des Moines Human Rights Commission was based on sex discrimination and was later withdrawn. Two complaints from the Iowa Civil Rights Commission were filed are now pending. One case was based on race and disability and the other was based on sex.

UNINTENDED OUTCOMES

The 1989-90 School Withdrawal Report reflected an increasing withdrawal rate among Asian and Hispanic students. Further study of this data was deemed necessary. The analysis of the reasons for Asian student withdrawals expressed to the Bilingual/Community liaison showed that:

- Seventeen students experienced personal problems, identity crisis caused by conflict between Asian and American culture, no formal schooling, being too old to be in school, being married at a young age, need to support the family or to satisfy material wants and teen pregnancy.
- Four students expressed a frustration with school due to academic difficulty, not enough time to study and work, and not being able to graduate by age 21.
- Nine students expressed a negative attitude about school that included being bored with school, dislike for school and no desire to finish.
- Five students did not show up for school last year or moved out of town.

The analysis of the reasons for Hispanic student withdrawals expressed to the Bilingual Coordinator showed that:

- Nine students withdrew because of poor attendance.
- Six students were withdrawn by parent request which included not being able to control their child's behavior at home, not being able to force attendance, giving up on the child, problems associated with running away from home, and work to help provide for the family.
- Thirteen students dropped because of medical illness, marriage and pregnancy, academic difficulties, financial hardship, and being older than high school peers.

The Asian and Hispanic community leaders have voiced concern about the increasing withdrawal rates. The Bilingual Community/Liaison Advisor will continue to do one-on-one counseling with Asian students and network with school and community agencies to keep the students in school. The concern in the Hispanic community has led to a coalition of the various Hispanic organizations to address this issue and other related educational issues in cooperation with Intercultural Programs.

In January of each year Bilingual SyntaxMesaure is administered to determine the level of growth. An analysis of the 1990 scores revealed that 100 percent of the students at BSM levels 1 and 2 advanced to the next level. Sixty percent (60%) of the students at BSM levels 3 and 4 progressed to the next level.while 80% of BSM 5 students progressed. All of the BSM level 6 advance and were exited from the ESL program. The staff is concerned about the performance of students who function in the middle levels. A study should be conducted to determine what factors enhance or prohibit progress.

FUTURE PLANNING

Intercultural Programs staff are given frequent opportunities to express needs. In addition, parents meet in language groups to discuss their perception of needs in the ESL/ Bilingual and other equity programs. Information collected from these sources is strongly considered when future plans are made. Many of the needs require funding that will be difficult to obtain. Alternative funding sources will be solicited.

There are staff needs which will enable the optimum delivery.of service:

- An additional full-day ESL kindergarten class is needed.There were 16 ESL kindergarten students who could not be served in the two full-day ESL kindergarten classes. These students were assigned to schools where there were ESL resource services available. The students spent about 30 minutes with the ESL teacher. They were not given the same level of service as their limited English proficient kindergarten peers. *Estimated cost: $30,000*

- There is a need for a half-time Hispanic community liaison. Of the seven Bilingual Program staff members, only one teacher and two tutors are Hispanic. At the same time, the Hispanic student dropout rate has increased and the Hispanic student population has increased considerably due to the influx of new families. In addition, there are Hispanics in schools where there is no bilingual program. These students are not in need of language assistance but often need encouragement to stay in school and to seek post secondary learning opportunities. This individual can work closely with Hispanic families and students to ensure student success. ThE Hispanic ComMunity Liaison can provide translation services, serve as a link between families and the school, conduct drop-out prevention and follow-up activities, and encourage Hispanic students to take advantage of the opportunities offered by MAP and other school programs. The Hispanic community needs a Hispanic person they can contact and feel will represent their interest. *Estimated cost: $8,000*

- There is a need for an itinerant special education/ESL teacher. As the limited English proficient population has become more accustomed and knowledgeable of the American education system, the families are taking advantage of the special education opportunities. We have a few students identified with more severe and some multiple disabilities. Most of these students do not know English and are spread throughout the district. The collaboration with the special education staff can facilitate the development of an appropriate instructional program for those children who are struggling beyond what might be expected. An itinerant special education/ESL teacher would enable students to receive needed, specialized instruction and also serve as a resource to special education staff. *Estimated cost: $30,000*

Intercultural Programs staff, with the assistance of Information Managment, will conduct a study of the performance of ESL/Bilingual students. The study will attempt to determine what factors enhance or prohibit English proficiency and academic growth.

The needs of the students grow and change constantly. The newcomers arrive in a strange land with a strange language. Foods are different and school is different from anything they have ever known. Some are unaccompanied refugee minors; some are Amerasian. The older students need counseling support to assist them in the acculturation process, crisis prevention, drop-out prevention and assistance to deal with or avoid family conflict. The issues of pregnancy, domestic abuse, gang involvement, drug and alcohol and gambling need to be addressed with the students by staff sensitive to their native culture. The staff will increase the counseling and issues seminars for ESL staff and students.

The ESL Elementary Textbook Committee will select grade 1-5 language arts curriculum materials to be adopted and purchased for the 1992-93 school year.

Staff training is an ongoing need as our ESL teachers work to increase their knowledge about recent research and teaching strategies. Communication to develop an understanding at each site about the role of the ESL teacher is needed so the ESL teacher can work with other staff to meet the needs of the students. The resources of state and regional agencies will be used.

Students receive language support during the regular school day. A tutoring program to assist students after school would improve the change for success. In addition, summer school is needed for more students to continue the process of developing language skills and avoid the loss which occurs during the three month hiatus from school. A bilingual preschool program would develop the native language skills in younger children which would provide the framework for learning English in kindergarten. These are issues that will be pursued through grant proposals and other sources of outside funding.

An alternative high school program in the evening would enable older, limited English students to meet increasing family needs and complete their education. A grant proposal has been submitted If not successful it will be resubmitted.

Other needs include access to computer assisted instruction for the ESL/Bilingual resource rooms by having at least one computer, printer, and software at each site. It was submitted in the Technology Plan. *Estimated cost: $65,000.*

The department travel budget does not provide funds for the Intercultural Programs staff to each attend one national or regional meeting each year. Additional support in this area would enable the central office staff as well as representatives from the teaching and tutor staff to participate and acquire the needed, up-to-date information which could be shared with other staff. *Estimated cost: $2,000.*

Parent meetings are held at least once each year with each language group. A Parent Institute would help program staff to meet with more parents, have timely discussions on topics of great concern, and disseminate important district information. An Institute would provide a longer time period to open communication channels and develop important home/school ties. It would also provide an opportunity for interaction among all the language groups. The resources of state and regional agencies will be used.

Revised Voluntary Transfer Program
Feeder Pattern
(August, 1989)

If you live in this high school area	AND	If you live in this elementary school area	Elementary Options	Middle School Options
Lincoln		Edmunds	Wright or Park Ave.	Brody
Roosevelt		Edmunds	Hubbell or Windsor	Merrill
East		Garton*	McKee	Hoyt
		Longfellow	McKee	Hoyt
Roosevelt		King-Perkins	Hubbell or Windsor	Merrill
Hoover		King-Perkins	Moore or Woodlawn	Meredith
North		Moulton	Findley or Madison	Harding
Roosevelt		Moulton	Hubbell or Windsor	Merrill
Hoover		Rice-Monroe*	Moore or Woodlawn	Meredith

* Garton students who are eligible must live in the former Logan attendance area.
Rice-Monroe students who are eligible must live in the former Casady attendance area.

Des Moines Community School District
Office of Intercultural Programs
Parent/Guardian Home Language Identification Survey

Student's Name _____ Date _____

Address _____ Phone_____

School _____ Grade _____

Directions: Circle or write in the correct response for each of the following questions concerning your child.

Relationship of Person Completing Survey:

Mother Father
Guardian Other

1) What language did the child learn when he/she began to talk?

English Other What Language _____

2) Does the child speak a language other than English? Yes No
If yes, what language? _____

3) What language does the family speak at home most of the time?

English Other What Language _____

4) Does anyone in the home speak a language other than English?

Yes No If yes, who? _____

_____
Parent Signature

#24-86025 Only return white copy to Office of Intercultural Programs if any language other than English is indicated. Retain yellow copy in pupil cum file.

DES MOINES PUBLIC SCHOOLS
Office of Intercultural Programs

COMPLAINT OF DISCRIMINATION

Name_____

Address_____Telephone_____

City, State, and Zip Code_____

Position_____

Case of Discrimination based on my (check where appropriate)

_____Race_____Color_____Sex_____Religion_____National Origin

_____Disability_____Age___Other (please specify)_____

_____

Date most recent act or continuing discrimination took place (month, day, and year)_____

Charge of discrimination - The particulars are:

Signature of Complainant	Date